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## ABSTRACT

This competency-based preservice home economics teacher education module on low income food patterns is the second in a set of three modules on foods and nutrition in economically depressed areas. (This set is part of a larger set of sixty-seven modules on the Management Approach to Teaching Consumer and Homemaking Education [MATCHE]--see CE 019 901-967.) Following the module objective and overview, three units of instruction are presented: (1) relationship of food patterns to behavior, (2) modifying food patterns, and (3) food as a social factor. Each unit includes the following elements: objective, overview, narrative summary, suggested activities and resources, progress check, and answer key. A module pre/posttest (with answer key) concludes the document. (Workshop proceedings relating to the development of these modules are available in the ERIC system as CE 019 896-899; also available is a module on utilizing PHA-HERO as an instructional strategy to expand and strengthen the home economics instructional programs [CE 019 900].) (CT)

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ECONOMICALLY DEPRESSED AREAS STRAND:

FOODS AND NUTRITION

MODULE III-C-2 LOW-INCOME FOOD PATTERNS

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1978

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## MATCHE

### Management Approach to Teaching Consumer and Homemaking Education

MATCHE is an individualized, competency-based preservice curriculum designed for home economics education students at the preprofessional, upper division level. MATCHE is a comprehensive curriculum based on selected objectives which give emphases in three areas: 1) consumer approach to homemaking education, 2) teaching home economics in economically depressed areas, and 3) establishing occupational programs related to home economics. The material for each subject matter area of home economics has been organized into these three strands, and includes an FHA-HERO emphasis. These subject matter areas are home economics education core, housing, foods and nutrition, textiles and clothing, human development, and management.

The MATCHE modules were written by subject matter specialists from various colleges and universities offering home economics and therefore each is unique in the approach used for the development of the objectives. The modules allow for differences in level of achievement, rate of learning, and learning goals. They may be used independently, combined into a sequential series, or as a random set of conceptual units. Any instructor using the material can easily adapt the material to a specific group of students, the locale, method of instruction, and available facilities. Learning may be facilitated by offering one module in conjunction with others.

As MATCHE is continuously up-dated by those using the curriculum, some concepts and objectives may be added and others deleted. The purpose is to continually strengthen the program for pre and inservice home economics teachers.

Guidelines for Use and Continuous Development of MATCHE are on file with Home Economics units in each of the fifty state departments of education plus all of the Home Economics Departments in California institutions offering home economics education. This booklet and proceedings from the four MATCHE workshops give background information concerning the purpose and development of the MATCHE project.

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# MATCHE PROJECT

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## LOW-INCOME FOOD PATTERNS

### Module Objective

The MATCHE student will be able to describe the various low-income food patterns most prevalent in the area. The student will describe the role food plays in family life and how the patterns affect the behavior and health of the individual or family.

### Module Overview

Food patterns are derived from an individual's earliest experiences and are influenced by family, social, economic, geographic, ethnic, and religious factors.

Whenever money to be spent for food is limited, food patterns and habits are often altered, sometimes replaced by poorer diets which affect both health and behavior. Meeting nutritional needs becomes difficult.

To enable you to determine the food patterns in economically depressed areas and the part that food plays in family life, this module has been divided into the following units:

Unit 1: Relationship of Food Patterns to Behavior

Unit 2: Modifying Food Patterns

Unit 3: Food as a Social Factor

## UNIT 1

### RELATIONSHIP OF FOOD PATTERNS TO BEHAVIOR

#### Objective

The MATCHE student will be able to identify and describe characteristics of the food consumption patterns of groups from EDAs and will relate these to the health and behavior characteristics of the various individuals.

#### Overview

Behavior is influenced and may be changed by dietary deficiencies and hunger. When money is limited, the economically depressed are apt to use more cereal and starchy foods than the more nutritious animal foods, fruits, and vegetables, because the former are easier to acquire. Nutrient deficiencies, infections, retardation, and disease have all been linked to poor food patterns.

The purpose of this unit is to acquaint you with some of the characteristic food patterns of EDAs and their relationship to the health and behavior of the people who reside in these areas.

#### Narrative Summary

It is of paramount importance that the nutrition educator understand and work in harmony with the culture of the area. Culture is the sanctioned way of life of any people. The poor belong to a sub-culture of poverty which also must be understood. The entire life situation of the poor must be considered if any part of it is to be changed. A social compass is a technique developed to help answer the question: "What do I need to know in order to work in this community effectively?" To learn food habits requires a basic knowledge of the patterns of community life including agriculture, family, education, economy, religion, government, recreation, health, and social class. The more knowledge one has about the above patterns, the better he can understand how the following components of food patterns relate to behavior: history, resources, technology, knowledge and beliefs, values, goals, norms, status and role, power and influence, social rank and sanctions.

To understand food consumption patterns of a group, one must gather as much information as possible before developing plans of work. This investigation should take place through library research, discussions with people familiar with the area, and site survey.

Population characteristics of the poor affect their food consumption practices. This population tends to include more non-whites, fewer earners, more families with female heads, larger families, and more old or young persons. The EDAs are more often in rural farm areas or in cities. Poor people usually have fewer years of schooling than the rest of the population.

Low-income families must spend a larger percentage of their income on food than other segments of the population. When low-income families purchase durable goods, they tend to overspend, thus reducing their food budget. The poor are particularly vulnerable to persuasive selling because ownership of certain items provide them social status.

Low-income consumers are less deliberate in their shopping, shop at four stores, do less comparison shopping, and are less informed on characteristics of products than more affluent families. Their low level of education is directly related to these consumer habits. They tend to buy from independent neighborhood stores rather than from chain or discount stores. The latter stores are more often located outside the EDA. Neighborhood stores may be chosen because of easy accessibility, credit availability, and comfort in surroundings. The poor tend to grow less of their own food than higher income groups. This is directly related to their having low home ownership and being poorly educated.

For the poor, relative importance of food is pushed downward in the scale of priorities when compared to other needs. Hunger gives food an overriding importance but the kind of food does not matter greatly when other wants are considered more pressing.

Limitations on food choice that accompany inadequate income affect the kind and amount of pleasure that is expected. Out of necessity, monotony in eating may be accepted. Poor people tend to cling tenaciously to ethnic and subcultural food patterns. They do this because of lack of experience in trying new foods and because they cannot afford to make a mistake--to try new foods which may be unacceptable.

Some low-income people cope by rationing food resources so they are spread evenly, even though the situation is never really satisfactory. Others splurge and enjoy one time of real pleasure, even though poorer meals or hunger may occur later.

The eating process is not always viewed as a social activity by the poor. They do not tend to select food for the sake of health.

Where there is hunger, people tend to prepare food hastily in simple forms. There is little eating etiquette, ritual, routine, and sharing of food. Overeating whenever possible commonly occurs.

Hungry children have been shown to have poor concentration habits; likewise, adults cannot be productive workers. Behavior patterns of hopelessness, inability to cope with stress, apathy, listlessness, and lack of initiative may result from hunger. Detrimental effects on longevity, physical health, mental development and reproductive efficiency may occur as a result of malnutrition.

#### **Suggested Activities**

1. Identify which agencies or private groups work in the EDA and which of them do work concerned with food. They may include schools, churches, Cooperative Extension Service, or other special groups. Some of these services may be on-going; others of a more temporary nature, such as holiday food basket donations. What services are these groups providing? How have these groups identified food consumption patterns of the EDA? Does their service relate to these food consumption patterns?
2. Contact a health agency which serves a large number of people from an EDA. In their opinion, how much and how does poor nutrition contribute to the illnesses they treat? How do they view the health status of the community? If possible, accompany a nurse, welfare worker, or sanitarian on a home visit. Note home and food sanitation and its relationship to family health.
3. If available within the EDA area, contact someone who is presently working in nutrition. From her or him, gather information concerning eating patterns of the group. Identify how many and the size and variety of typical meals served. Identify who eats together and how meals are served. What eating rituals are observed?
4. At an EDA school, interview the person in charge of school lunches. Find out what nutritional contribution school lunches play in diets and how large a percentage of the population are served. Observe students during their lunch periods of three different days. How acceptable were the menus? Why were certain foods not eaten or other foods popular?
5. Conduct a survey among EDA families to discover their dietary habits. This can be done through a check sheet as well as spontaneous conversation. Compare and discuss your findings with a person who has done nutritional work with this group.

### Suggested Resources

- Andreasen, Alan. The Disadvantaged Consumer. New York: Collier Macmillan Publishers, 1975.
- Brown, Ina. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, 1963. pp. 17-25.
- Caplovitz, David. The Poor Pay More. New York: The Free Press of Glencoe, 1967.
- Giff, H., M. Washbon, and G. Harrison. Nutrition, Behavior and Change. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Irelan, Lola M. Low-Income Life Styles. Washington, D.C.: U.S. Government Printing Office, 1967.
- Jelliffe, D.B. The Assessment of the Nutritional Status of the Community. World Health Organization Monograph Series No. 53, Geneva, Switzerland, 1966.
- Lowenberg, M.E., et al. Food and Man. New York: John Wiley and Sons, 1974.
- Meissner, H.H. Poverty in the Affluent Society. New York: Harper and Row, 1966.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

## Unit 1 Progress Check

### Low-Income Food Patterns

1. List three primary sources of information about the community from which to learn food consumption patterns.
  - a.
  - b.
  - c.
2. List six basic patterns of community life which should be investigated to gain a broad understanding of food habits of any cultural group.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
3. Check which of the following characteristics are representative of low-income shoppers:
  - a. They include primarily white people.
  - b. They have a high degree of female family heads.
  - c. They have a high degree of unemployment.
  - d. They are mostly college graduates.
4. List three reasons why EDA families tend to shop at independent neighborhood stores instead of at chain or discount stores.
  - a.
  - b.
  - c.

Progress Check (continued)

5. What factor greatly contributes to the fact that low-income consumers are less deliberate to their shopping, shop at few stores, and are less informed about characteristics of products than more affluent families?
6. Why do not low-income people produce more of their own food?
7. From which food group do low-income diets usually draw most heavily, and why?
8. List three reasons why low-income diets are often monotonous.
  - a.
  - b.
  - c.
9. What common behavior characteristics are often exhibited by hungry children in school or hungry adults in their work?

Compare your answers with those on the next page.

Answer Key  
Unit 1 Progress Check

**Low-Income Food Patterns**

1.
  - a. library
  - b. discussions with people familiar with the area
  - c. site survey
2. (any of the following)
  - a. agriculture
  - b. family
  - c. education
  - d. economy
  - e. religion
  - f. government
  - g. recreation
  - h. health
  - i. social class
3.
  - a. They include primarily white people.
  - x b. They have a high degree of female family heads.
  - x c. They have a high degree of unemployment.
  - d. They are mostly college graduates.
4.
  - a. easy accessibility
  - b. credit availability
  - c. comfort in the surroundings
5. low level of education
6. Low-income people grow little of their own food because they do not own land and lack the necessary skills and motivation.
7. Low-income diets usually consist of foods mostly from the bread-cereal group because it is most available and least expensive.
8. (any of the following)
  - a. They cannot risk trying new foods because they might be unacceptable.
  - b. They lack experience and skill in trying new foods.
  - c. They are limited to where they shop.
  - d. They lack motivation to try new foods.
  - e. They are limited in the variety and quality of food they purchase.
9. Hungry people often have poor concentration habits, hopelessness, apathy, listlessness, and a lack of initiative.

## UNIT 2

### MODIFYING FOOD PATTERNS

#### Objective

The MATCHE student will develop a basic food pattern for each of two low-income cultural groups that meets basic nutritional requirements and preferences of that cultural group. The student will then develop a series of lessons for introducing that concept at the elementary school level, intermediate school level, and the secondary/adult levels.

#### Overview

Some poor food habits are hard to break because of cultural and economic influences and unavailability of food. Only through education in the selection of foods that represent good nutrition for the money spent, taking into consideration cultural preferences, can change occur.

This unit will help you to apply the basic knowledge required for developing food patterns which meet the needs of low-income groups. This knowledge will aid you in the development of a series of lessons to help promote the concept of good meal planning to meet nutritional as well as cultural needs.

#### Narrative Summary

Culture is very complex and has great effects upon food habits. It is vital that the nutrition educator understand as much as possible of her or his students' culture in relationship to their diet. At the same time one must understand that human behavior has the capacity for change. There are many blocks which must be considered to make changes in basic food patterns.

The group whose practices need changing must be helped to know that they need to change. Educational programs along with well informed teachers can assist in motivating the group to make the change. The connection between health and food must be demonstrated.

Rebellion against authority must be overcome by those helping to motivate change. Resentment is aroused if individuals are criticized concerning what they presently eat or if they are deprived of personal choices. They must be guided to make wise dietary choices so they can feel it was their own choice. The person best suited to help

make change may be a lay person trained within the group. Care must be taken to avoid judgmental attitudes.

Fear of losing a culturally significant food in the diet must be avoided or overcome. Nutritionists are most successful when they include favorite foods along with changes and work within the framework of local value systems.

It must be possible for the group to make the change. This demands that they have the necessary skills, money, and foods available.

In modifying food patterns, first steps are not necessarily directly to do with nutrition. They must be founded on what the people want and can take part in accomplishing. From this achievement, hope, and confidence can be built for future nutritional improvement. If changes in food consumption patterns are to be effective, they may have to be accompanied by changes in other aspects of the person's life situation. Families, and individuals within them, have definite, and distinct food likes and dislikes. Attempts to help need to be creative. An original approach and solution must be matched to each situation.

The nutritionist must proceed slowly and gradually to improve dietary habits. Lethargy, induced by little or no income, climate, poor physical health, inadequate food, and lack of hope are problems to anyone who seeks to change the attitude and thinking of the people with whom she works.

The nutrition educator who evokes change will keep the subject simple and direct. She or he will motivate people by genuine enthusiasm. A solution lies in time and basic education.

#### Suggested Activities

1. In the library, review three case studies concerning the change of food habits in different cultural groups. Write an essay concerning (a) the problem, (b) the course of events, and (c) the relevant factors. With your instructor, analyze this information to the fulfillment of the objective of this unit of study.
2. Observe a series of meals or snacks served at a Headstart school and at a Meals for Elderly program. On the basis of these observations and conversations with leaders of these programs, evaluate how food patterns are being influenced through government feeding programs. How does the age of the recipient of these meals affect how they adapt to food changes in their diets?

3. If the opportunity is available, arrange through a county extension agent or another existing nutritional program to present a nutritional lesson to an EDA group in a local home. Present a lesson to meet an expressed interest. Adapt the lesson to meet needs of the group as identified by your contact person.
4. Before a youth club or school class, give a puppet show portraying an unhealthy family and a healthy family and the foods they eat. Show cultural dietary habits within the presentation. Afterward, discuss the show with the audience to see what was learned.
5. Attend a TOPS (Take Off Pounds Sensibly) meeting. Learn what methods are used within this group to modify food patterns. How can this information be applied when working with EDA families?

#### Suggested Resources

- American Dietetic Association. Cultural Food Patterns in the U.S.A. Chicago: American Dietetic Association, 1976.
- Chesemore, J. "How adult education is tailored for under-developed people." What's New in Home Economics. 32 (1968), 116-118.
- Davis, Allison. "Changing the Culture of the Disadvantaged Student," In Working with Low-Income Families. Proceedings of the AHEA Workshop, University of Chicago. (March, 1965), 22-33.
- Foster, G.M. Traditional Societies and Technological Change. New York: Harper and Row, 1973.
- Gifft, H. Nutrition, Behavior and Change. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Lowenberg, M.E., et al. Food and Man. New York: John Wiley and Sons, 1974. Chapter 3.
- Noar, Gertrude. Teaching the Disadvantaged. Washington, D.C.: National Education Association, 1967.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

## Unit 2 Progress Check

### Low-Income Food Patterns

1. What is the first basic thing a group whose food practices need changing must be helped to understand?
2. Explain what is apt to happen in relation to motivating a food habit change if a nutrition educator lectures to an EDA group on how bad the soda pop they enjoy is for their health and how they are spending their food dollars foolishly.
3. As a nutrition educator, you are teaching how to serve more nutritious meals on a low budget. You understand that a specific food which is expensive and offers few nutrients is important to your audience because of ethnic tradition. What is the best approach to directing change in regard to this food?
4. List three resources which are necessary to an individual in order to make a change in his dietary habits.
  - a.
  - b.
  - c.
5. How much time does it take to modify food patterns?

**Progress Check (continued)**

6. Why cannot a specific formula be given for improving the nutritional status of the poor?

7. List six problems which individuals in EDAs may have which slow down their desire to change their food habits.

a.

b.

c.

d.

e.

f.

Compare your answers with those on the next page.

Answer Key  
Unit 2 Progress Check

**Low-Income Food Patterns**

1. The first thing a group must understand whose food practices need changing is that they need to change.
2. If present food habits are criticized, no change will be likely to occur, and resentment or rebellion may be felt against the teacher.
3. Continue to include the favorite food in the diets and add additional foods to improve the nutritional quality of the total diet.
4.
  - a. available food
  - b. money
  - c. skills
5. No definite amount of time can be set for accomplishing changing food patterns. The time for every approach and solution will vary with each situation.
6. No specific formula can improve the nutritional status of the poor because they differ from each other psychologically, culturally, and ethnically. They also differ in the degree of their poverty, the reasons for it, and the length of time it has been sustained.
7. (any of the following answers or others acceptable to the instructor)
  - a. low income
  - b. poor housing
  - c. poor health
  - d. lack of hope
  - e. low motivation
  - f. poor diets

### UNIT 3

#### FOOD AS A SOCIAL FACTOR

##### Objective

The MATCHE student will relate in an essay the importance of food as a socialization and communication tool, citing examples from references and indicating implication for classroom teaching.

##### Overview

Food has many uses. One of these uses is to promote friendliness and social warmth. Food has been called the "ritual of hospitality." It is also used to communicate one's creativity, attitudes, prejudices, sensitivities, and fears.

This unit will give you the opportunity to investigate some of the meanings and importance of foods as a social tool and as a means of communication among the diverse groups who populate EDAs.

##### Narrative Summary

Food is used in many ways to promote interpersonal acceptance. In all cultures, people develop social relationships by offering food or drink to friends. Different levels of status are attached to various foods, and these may vary between cultural groups. Improvement of personal status may be gained or maintained through offering meals or gifts of food to friends.

A feeling of security is associated with food, particularly in knowing that the next meal is forthcoming. Certain foods foster security more than others. These familiar foods such as milk, meat, sweets, or rice may be craved when one is away from familiar surroundings, is lonely or is under tension.

Research shows that food is used to relieve tension and boredom. This may contribute to obesity problems for some individuals.

Food is sometimes used to influence the behavior of others. A mother may express her love for her family through preparation of food. Sweet foods are often used as rewards, and children may be told to eat their vegetables so they can get their desserts. Foods are sometimes used as a method of expressing rebellion. In business, clients are sometimes entertained with meals to help promote good relations.

Whenever man's hunger and his need for food for security are satisfied, he then dares to be creative in trying new foods. Creativity in cooking has evolved as an art and an act of love with meaningful expression attached to it. Families come to expect certain food on special occasions.

Historically, symbolism has surrounded foods. Certain foods bring prestige to people; others are supposed to hold good or evil qualities. Certain foods may be highly prized by one society and unappealing to another society. Food taboos usually surround animal foods such as meat, eggs, fish, and milk. Some of these taboos are based on facts, others on superstitions and myths.

Feasts and festivals have been held throughout history to celebrate religious events and fall harvests, to give glory to a god, to bless sowing time or springtime, and to honor the dead. Foods used for feasts are generally of high quality, often expensive or scarce, and may be difficult and time-consuming to prepare. Abstinence from certain foods is also a practice.

Throughout history, religions of the world have influenced man's dietary practices. Food has become a symbolic way of indicating devotion, respect, and love to a supreme being. While not all the reasons for the relationships between religion, food, and man are fully understood, food, so necessary for physical well being, is also used to attain spiritual well being.

To understand the role of food in any society requires a knowledge of the society as a whole and the social ramifications of the total nutritional system.

#### **Suggested Activities**

1. Arrange for an ethnic meal to be prepared by a foreign student or a community resident who represents another culture. Eat the meal, duplicating eating customs. Discuss with the cook how the foods serve as socialization and communication tools.
2. Attend a meeting or social function in an EDA where a meal, dessert, or snack is served. Arrangements may be made through a church, cooperative extension agent, or other local contact. Evaluate why and what foods were served and how they served in the socialization process.
3. Investigate local cooking clubs or classes. These may be organized as gourmet, or hobby groups, or classes offered by stores or schools. How do members express their creativity through food?

4. If available, attend a TOPS (Take Off Pounds Sensibly) meeting. Interview a leader concerning how food as a social factor has contributed to overweight problems. How does the group help members use food as a desirable social factor?
5. Contact service clubs and churches to see if any of them contribute food baskets to the needy on holidays. If they do so, find out how they determine food contents in the baskets and how recipients respond to receiving individual food items.
6. Survey a group of people representing different ethnic backgrounds. From each person learn the following:
  - a. What foods would they eat at a special family birthday party or on a religious holiday?
  - b. What role does food play at a family funeral?
  - c. What type of food product (processed, packaged, fresh) would they most often give as a gift, and why?

Note the differences and similarities the foods have in their scarcity, quality, expense, and difficulty of preparation.
7. Interview individuals representing the five major religions of the world: Christianity, Judaism, Islam, Hinduism, and Buddhism. Discuss with each what food practices and customs they practice because of their religion.

#### Suggested Resources

- Brown, Ina C. Understanding Other Cultures. Englewood Cliffs, New Jersey: Prentice-Hall, 1963.
- Giff, Helen H., et al. Nutrition, Behavior, and Change. Englewood Cliffs, New Jersey: Prentice-Hall, 1972.
- Lowenberg, M.E., et al. Food and Man. New York: John Wiley and Sons, 1974.

When you feel you have learned the information presented in this lesson, take the following Progress Check.

### Unit 3 Progress Check

#### Low-Income Food Patterns

1. List three examples of how food is used to promote an individual's or group's status?
  - a.
  - b.
  - c.
2. Give two reasons certain foods such as milk, meat, or sweets may foster security in times of tension or crisis.
  - a.
  - b.
3. How are sweet foods often used to influence behavior of children?
4. Creativity is expressed in food only after what other needs have been satisfied?
5. Eating to relieve boredom and tension often result in what dietary problem for many people in affluent countries?
6. Why is meat considered a prestige food for many people?

**Progress Check (continued)**

7. Name three events which feasts have traditionally celebrated.
  - a.
  - b.
  - c.
8. All religions prohibit some food either completely or on certain days. These foods vary, but what do they all have in common?

Compare your answers with those on the next page.

MODULE PRE/POSTTEST

Low-Income Food Patterns

Student \_\_\_\_\_

Instructor \_\_\_\_\_

Date \_\_\_\_\_

Student: This pre/posttest will assess your knowledge of the information presented in this module. You need study only those units that are prescribed on the basis of pretest results.

1. List three primary sources of information about the community from which to learn food consumption patterns.
  - a.
  - b.
  - c.
2. List six basic patterns of community life which should be investigated to gain a broad understanding of food habits of any cultural group.
  - a.
  - b.
  - c.
  - d.
  - e.
  - f.
3. An understanding of poverty is necessary to be able to identify food patterns within EDAs. List three characteristics which are representative of poverty.
  - a.
  - b.
  - c.

Pre/posttest (continued)

4. List three reasons why low-income diets are often monotonous.
  - a.
  - b.
  - c.
5. What common behavior characteristics are often exhibited by hungry children in school or hungry adults in their work?
6. List three factors which act as deterrents to changing food habits.
  - a.
  - b.
  - c.
7. List three resources which are necessary to an individual in order to make a change in his dietary habits.
  - a.
  - b.
  - c.
8. How much time does it take to modify food patterns?
9. Why cannot a specific formula be given for improving the nutritional status of the poor?

Pre/posttest (continued)

10. List six problems which individuals in EDAs may have which slow down their desire to change their food habits.
- a.
  - b.
  - c.
  - d.
  - e.
  - f.
11. Food has many uses besides satisfying hunger. List eight ways food is used as a socialization and communications tool.
- a.
  - b.
  - c.
  - d.
  - e.
  - f.
  - g.
  - h.

Return this test to your instructor for evaluation.

ANSWER KEY  
MODULE PRE/POSTTEST

Low-Income Food Patterns

**Instructor:** Do not reproduce this page in students' booklets. You must retain it for grading and prescriptive purposes. Answers will vary with individuals. A preferred response might be similar to the answer presented.

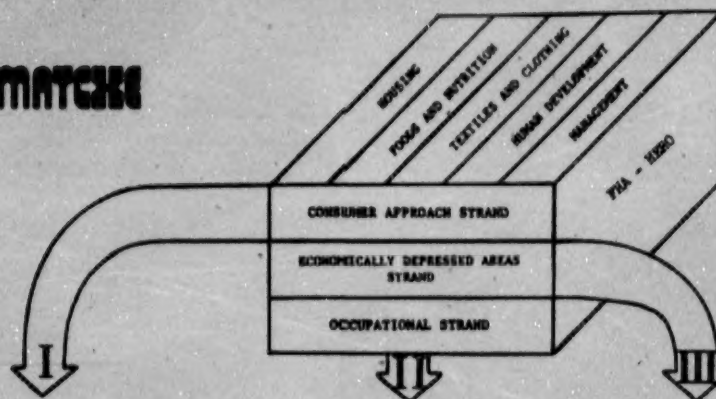
1.
  - a. library
  - b. discussions with people familiar with the area
  - c. site survey
2. (any of the following)
  - a. agriculture
  - b. family
  - c. education
  - d. economy
  - e. religion
  - f. government
  - g. recreation
  - h. health
  - i. social class
3. (any of the following)
  - a. They are primarily minority people.
  - b. They have a high degree of female family heads.
  - c. They have a high degree of unemployment.
  - d. They have low educations.
4. (any of the following)
  - a. They cannot risk trying new foods in case they are unacceptable.
  - b. They lack experience and skill in trying new foods.
  - c. They are limited to where they shop.
  - d. They lack motivation to try new foods.
  - e. They are limited in the variety and quality of food they purchase.
5. (any of the following)

Hungry people often have poor concentration habits, hopelessness, apathy, listlessness, and lack of initiative.
6. (any of the following)
  - a. fear of loss of familiar foods
  - b. rebellion against authority
  - c. being deprived of making personal choice
  - d. fear of losing a culturally significant food
  - e. personal preferences of certain foods
  - f. clinging to a form of self-expression
  - g. lack of education
  - h. lack of motivation

Pre/posttest Answer Key (continued)

7.
  - a. available food
  - b. money
  - c. skills
8. No definite amount of time can be set for accomplishing changing food patterns. The time for every approach and solution will vary with each situation.
9. No specific formula can improve the nutritional status of the poor because they differ from each other psychologically, culturally, and ethnically. They also differ in the degree of their poverty, the reasons for it, and the length of time it has been sustained.
10. (any of the following answers or others acceptable to the instructor)
  - a. low income
  - b. poor housing
  - c. poor health
  - d. lack of hope
  - e. low motivation
  - f. poor diets
11. (any of the following or examples of them which are acceptable to the instructor)
  - a. to promote friendliness
  - b. to attain status
  - c. to achieve security
  - d. to relieve tension
  - e. to influence the behavior of others
  - f. to express creativity
  - g. to express symbolism and prestige
  - h. to celebrate feats and festivals
  - i. to satisfy religious beliefs

# MATCH



| <b>A. CORE: CONSUMER APPROACH TO HOME MAKING EDUCATION</b><br>1 Life Styles and the Consumer<br>2 Community Consumer Resources<br>3 Consumer Rights and Responsibilities<br>4 Incorporating the Consumer Approach in Homemaking Classes                                                              | <b>CORE: ESTABLISHING OCCUPATIONAL PROGRAMS</b><br>1 Analyzing Job Market Opportunities<br>2 Developing Occupational Programs<br>3 Implementing Occupational Programs<br>4 Evaluating Occupational Programs | <b>CORE: TEACHING HOME ECONOMICS IN ECONOMICALLY DEPRESSED AREAS</b><br>1 Characteristics of Economically Depressed Areas<br>2 Life Style Characteristics of Economically Depressed Areas<br>3 Community Resources for Economically Depressed Areas<br>4 Developing and Implementing Programs for Economically Depressed Areas |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| AREA (Module) PACKAGES                                                                                                                                                                                                                                                                               | AREA (Module) PACKAGES                                                                                                                                                                                      | AREA (Module) PACKAGES                                                                                                                                                                                                                                                                                                         |
| <b>B. HOUSING</b><br>1 Consumer Use of the Community<br>2 Procedures for Selecting a Community<br>3 Procedures for Selecting Housing<br>4 Shopping for a Home Loan<br>5 Procedures for Selecting Furnishings<br>6 Maintenance Procedures for Surfaces, Furniture, and Appliances                     | <b>HOUSING</b><br>1 Occupational Opportunities Related to Housing and Interiors<br>2 Required Skills for Retail Sales of Furnishings and Related Household Items                                            | <b>HOUSING</b><br>1 Low Income Housing<br>2 Government Housing Programs<br>3 Low Income Furnishings                                                                                                                                                                                                                            |
| <b>C. FOODS AND NUTRITION</b><br>1 Technological, Sociological, Ecological, and Environmental Factors Related to Food<br>2 Regulatory Agencies Responsible for Wholesomeness and Quality of Foods<br>3 Consumer Aspects in Planning Meals<br>4 Cultural Food Patterns<br>5 Influences on Food Prices | <b>FOODS AND NUTRITION</b><br>1 Occupational Opportunities Related Foods and Nutrition<br>2 Operations and Activities of a Food Service Operation<br>3 Managing a Food Service Operation                    | <b>FOODS AND NUTRITION</b><br>1 Food Availability in Economically Depressed Areas<br>2 Low Income Food Patterns<br>3 Meal Management on a Low Income                                                                                                                                                                           |
| <b>D. TEXTILES AND CLOTHING</b><br>1 Consumer Approach to Textiles and Clothing<br>2 Sociological, Psychological, and Economic Factors Affecting Clothing Selection<br>3 Clothing Needs of Individuals<br>4 Applications and Implications of New Technology in Textiles and Clothing                 | <b>TEXTILES AND CLOTHING</b><br>1 Occupational Opportunities Related Textiles and Clothing<br>2 Assembly Line Garment Construction<br>3 Merchandising Textiles and Ready-To-Wear                            | <b>TEXTILES AND CLOTHING</b><br>1 Clothing the Individual and Family<br>2 Utilizing Resources for Clothing and Textiles                                                                                                                                                                                                        |
| <b>E. HUMAN DEVELOPMENT</b><br>1 Societal Changes Affecting the Family<br>2 The Relationship Between Spending Patterns and Interpersonal Relationships<br>3 Financial Pressures in Various Life Styles and Cycles<br>4 Individuals and Families in Crisis<br>5 Consumer Aspects of Parenthood        | <b>HUMAN DEVELOPMENT</b><br>1 Occupational Opportunities Related to Human Development<br>2 Children's Center Aide<br>3 Developing Programs for Preschool Children<br>4 Convalescent Home Aide               | <b>HUMAN DEVELOPMENT</b><br>1 Characteristics of Economically Depressed Area Families<br>2 The Child and the Economically Depressed Area Family<br>3 Resources for the Economically Depressed Area Family                                                                                                                      |
| <b>F. MANAGEMENT</b><br>1 Relationship Between National and Consumer Economics<br>2 Consumer Legislative Issues<br>3 Environmental Issues and the Consumer<br>4 Financial Management<br>5 Family and Individual Credit Management<br>6 Management View of the Multiple Role<br>7 The Metric System   | <b>MANAGEMENT</b><br>1 Occupational Opportunities Related to Home Management and Supporting Services<br>2 Occupational Preparation for Jobs Utilizing Housekeeping Skills                                   | <b>MANAGEMENT</b><br>1 Management Skills<br>2 Money Management<br>3 Marketing Practices in Relation to Low Income Clientele                                                                                                                                                                                                    |